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ABSTRACT

Instructional goals and sample instructional objectives for art education in West Virginia's public schools are outlined. A comprehensive arts education program is basic to the general education of every child. Two guiding principles directed the programs' design. First, each student should have opportunities to acquire skills in the four disciplines of art education: art production, art history, aesthetics, and art criticism. Second, an art education program should provide a sequential series of required and elective offerings to enable students to develop perception, production skills, appreciation, critical thinking skills, imagination, and personal identity. Instructional goals are provided for three sequential programmatic levels, early childhood K-4, middle childhood 5-8, and adolescent education 9-12. These goals consider the learner, the subject, and the sequence of objectives as the most important elements of the instructional process. Recommended instructional objectives, based on the instructional goals, are provided for grades K-12 in the major areas of study within the art program: general art, studio art, and art history. At the adolescent level, studio art objectives are listed for the study of architecture, calligraphy, ceramics, computer art, crafts, drawing, fiber art, jewelry, painting, photography, printmaking, sculpture, and stained glass work. A visual arts glossary is provided. (KM)

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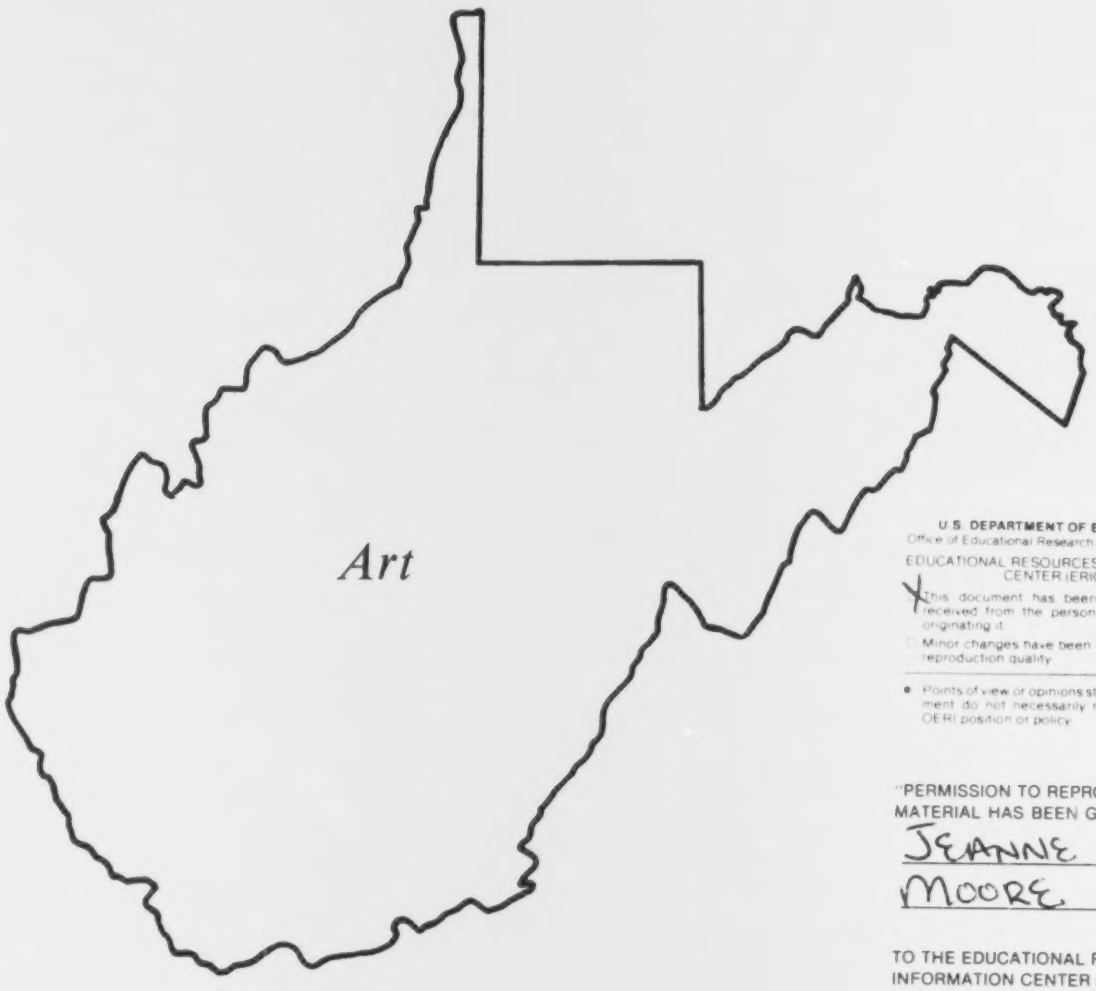
Program of Studies: Instructional Goals and Objectives



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West Virginia Department of Education
Henry Marockie, State Superintendent of Schools

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ART PROGRAM OF STUDIES:

INSTRUCTIONAL GOALS AND OBJECTIVES

West Virginia Department of Education

Henry Marockie
State Superintendent of Schools

March 1991

FOREWORD

The West Virginia Board of Education is responsible for the design and development of high quality educational standards for all facets of a thorough and efficient educational system. This responsibility is established in Article XII, Sections 1 and 2 of the Constitution of West Virginia and interpretations contained in Pauley v. Kelley, W.Va., 255 S.E.2d 859 (1979) and Pauley v. Bailey, 324 S.E. 2d 128 (W.Va. 1984). The Board's responsibility for development of instructional goals is prescribed by Chapter 18, Article 2, Section 23 and Article 2E, Section 2 of the State Code.

This document, compiled by Jeanne Moore, Coordinator of Fine Arts for the West Virginia Department of Education, presents the art program of study for West Virginia public schools. Included in this volume are: Policy 2520, Criteria of Excellence, that defines instructional goals and objectives; Regulations (2520) that describe the uses of instructional goals and objectives; Regulations 2520.01, the specific goals adopted for the art program of study; and recommended instructional objectives that may be used for the development of local curricular materials.

The instructional goals and objectives for art were developed by a committee of West Virginia art educators whose meetings and deliberations spanned more than a year. The committee members, whose names are listed on page iii, are hereby acknowledged with gratitude for their work and expertise. The West Virginia Department of Education is also grateful to the many art educators throughout the state who responded to requests for review of the draft documents and who submitted helpful comments concerning them.

This document is offered to counties to guide curriculum development efforts at the local level and to assist West Virginia educators to bring high quality art instruction to the young people in our schools.

Henry Marockie
State Superintendent of Schools

7198n

COMMITTEE FOR THE DEVELOPMENT OF INSTRUCTIONAL GOALS AND OBJECTIVES FOR ART

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CRITERIA OF EXCELLENCE

EXECUTIVE SUMMARY

CRITERIA OF EXCELLENCE: INSTRUCTIONAL GOALS AND OBJECTIVES

Series 44B, Policy 2520

PURPOSE

The proposed policy is intended to establish a learner based educational system for the public schools of West Virginia. It operationalizes West Virginia Code 18-2E-2 that calls for the State Board to develop, adopt, revise and update statements of instructional goals, from which instructional objectives are derived, to define the knowledge, skills, attitudes, and behaviors of students in each of the content areas. Further, it links selection of instructional materials, preparation of teachers, and evaluation of students to opportunities to achieve mastery of the goals and objectives.

BACKGROUND

Previously, Policy 2422.01, Assuring the Quality of Learning in West Virginia Public Schools, established the state's goals for education under the twin principles of equity and excellence by offering to each student in the state an opportunity to achieve mastery of the state approved programs of study and specified learning outcomes, defining for the first time the knowledge, skills, attitudes, and behaviors in each content area. This policy, Series 4B, Policy 2520, which replaces Policy 2422.01, provides local school districts the desired flexibility to use recommended instructional objectives appropriate to specific district needs while reaffirming the State Board's commitment to a state level learner based system of educational program development through clearly stated instructional goals.

Criteria of Excellence: Instructional Goals and Objectives
Policy (2520)

The State Board of Education believes that the guiding principles of excellence and equity of educational opportunity provide the foundation upon which a learner-based system of educational program development and delivery is built. Further, the board recognizes that the primary goal of such a system is to establish high quality standards concerning performance expectations for all students attending West Virginia public schools.

Therefore, the Board affirms its commitment to a state level learner-based system of educational program development and delivery that ensures that each learner has the opportunity to master the knowledge, skills, attitudes, and behaviors related to state approved programs of study through delivery of approved instructional goals and recommended instructional objectives. These programs of study and instructional goals are periodically reviewed to ensure they meet the developmental needs of students and represent an appropriate scope and educationally sound sequence of learner experiences throughout the public school curriculum.

Policy Adopted: September 14, 1990

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Criteria of Excellence: Instructional Goals and Objectives
Regulations (2520)

Section 1. General

The State Board of Education recognizes that curricular programs in the public schools should be current, sequenced to build upon prior learning, and appropriate to the developmental needs of the learner.

Section 2. Instructional

To operationalize the principles of excellence and equity, the Department of Education will develop and the State Board will approve instructional goals for each program of study prior to the adoption of textbooks. Instructional goals are comprehensive statements describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in individual programs of study.

Section 3. Instructional Objectives

The Department of Education in conjunction with content instructors from each RESA, selected from the program under consideration for revision-adoption, will derive instructional objectives from approved goal statements. These instructional objectives will further define the knowledge, skills, attitudes, and behaviors so that learners may have the opportunity to develop that knowledge skills, attitude and behavior in each program of study, thus providing both direction/uniformity to local school districts and the desired flexibility to use the instructional objectives appropriate to the specific needs of the district.

Section 4. Program Assurances

The Department of Education will consider instructional goals and objectives in the selection and adoption of textbooks and statewide student assessment instruments.

Section 5. Professional Preparation Programs

Professional preparation programs and evaluation systems will be developed and implemented in a manner that (1) addresses the programs of study through approved instructional goals and recommended instructional objectives, and (2) the knowledge and skills required to successfully assist students in mastering those goals.

Criteria of Excellence: Instructional Goals and Objectives
Regulations (2520)

Section 6. Requirements for Local School Districts

The Board shall require local school districts, following adoption of the Program of Study: Instructional Goals, to: (1) review and revise county curriculum guides to include, but not be limited to, the state Program of Studies: Instructional Goals; (2) develop criteria from the newly adopted program for use in the selection of textbooks; and (3) provide direction to instructional staff to implement the adopted Program of Studies: Instructional Goals.

Section 7. Guidelines and Technical Assistance

Finally, the Department of Education will develop guidelines and provide technical assistance and leadership programs related to the implementation of this policy.

Regulations Adopted: September 14, 1990

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INTRODUCTION

INTRODUCTION

The Role of the Fine Arts in the School Curriculum

Education of the child is not complete when students are provided numbers and words as their only tools for communication. Education that includes sequential instruction in communication through color, sound, images, and movement provides students with experiences basic to their physical, intellectual, and emotional growth. Study of the arts provides children with an array of unique experiences. The language of the arts opens the way for children to explore their innermost thoughts and feelings and discover creative ways to express them through sounds, movement, and images. A comprehensive arts education program is basic to the general education of every child.

Convinced that an examination of the arts in education was needed, Congress in 1985 mandated a national study. The result was **Toward Civilization: A Report on Arts Education**, an investigation by the National Endowment for the Arts which identified four purposes of arts education:

1. Arts education gives young people a sense of civilization. All students should know the contributions of artists to mankind and the priceless record of history represented in their works. Students should learn that they will become responsible for preserving works of art from the past as well as works of art being created today. Future generations will know more about our thoughts and values through works of art than by any other recording of history. The cultural diversity in American society mandates that all students learn the art forms of cultures throughout the world.

2. Arts education fosters creativity. Students should be given opportunities to acquire the discipline and craft necessary to create and perform works of art.

3. Arts education teachers effective communication. The language may be verbal, as in literature, non-verbal, as in music, dance, and the visual arts, or a combination as in drama, opera, musical theatre, and the media arts. Young people should be given an education enabling them to understand these languages and analyze their meanings.

4. Arts education provides tools for critical assessment of what students see and hear.

The arts--dance, drama, music, and the visual media--are unique bodies of subject matter which should be taught primarily for their own sake.

Guiding Principles for Art Education

Policy 2100, **Educational Goals for West Virginia**, specifies that the public schools ". . . shall develop in students an appreciation of their opportunity and responsibility for acquiring knowledge, skills, and attitudes required for . . . understanding of and participating in the creative, visual, and performing arts to enrich the quality of their lives."

The education program in West Virginia schools, should be designed to provide opportunities for all students to achieve optimal potential. A guiding principle for art instruction in the schools is that each student will have opportunities to acquire skills in the four disciplines of art education: art production, art history, art criticism, and aesthetics. These four art disciplines provide the framework for the development of instructional goals and objectives at all levels within a sequential program.

The second guiding principle is that the design of a program of art education should provide a sequential series of required and elective offerings which will give each student varied experiences and multiple opportunities to develop:

1. Perception--an increased awareness and ability to see the elements and principles of art as they are found in the natural and man-made world;

2. Production skills--the making of artworks and competency in the use of art mediums, tools, and processes;

3. Appreciation--the understanding and appreciation of historical and cultural aspects of artworks;

4. Skills in critical thinking through description, analysis, interpretation, and evaluation of artworks from social, cultural, ethnic, and national groups both past and present;

5. Imagination through creative problem solving using a variety of art media;

6. A sense of personal identity through understanding and appreciation of his/her artistic abilities, needs, interests, and goals;

7. Knowledge and skills which will enable him/her to participate in the visual arts as a leisure activity and/or to pursue advanced study leading to a career in art.

Purposes of the Instructional Goals and Objectives for Art Education

This document contains instructional goals and sample instructional objectives for art education. The instructional goals, approved by the West Virginia Board of Education, are provided for the purpose of describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in the art program of study.

The sample instructional objectives are derived from the approved goal statements. These sample instructional objectives further define the knowledge, skills, attitudes, and behaviors that learners may have the opportunity to develop in a sequential art program of study. The instructional objectives serve as a model--rather than a minimal--program. The program of study and objectives describe an exemplary art education program for learners from kindergarten through grade twelve. The guidelines set forth in this document should assist teachers and administrators concerned with curriculum improvement to determine what art education can and should be.

Rationale for the Instructional Goals and Objectives

The instructional goals and objectives give consideration to the learner, the subject, and the sequence of objectives as the most important elements of the instructional process.

The learner. The instructional goals and objectives are designed to encourage maximum intellectual, physical, and emotional growth on the part of each individual learner. The instructional goals and objectives lend themselves to a variety of teaching strategies and activities. This approach to curriculum design recognizes the differences among students' interests, cultural backgrounds, learning styles and rates of speed.

The subject. A fundamental premise underlying the development of curricular materials is that there exists, within a subject, specifiable content without which only a shallow understanding can be achieved. The subject matter of art is defined in terms of the elements and principles of design: line, shape and form, color, value, space, texture, rhythm, harmony, repetition, balance, unity, dominance, contrast, and proportion. The instructional goals and objectives provide for the study of the elements and principles of design and their use in various historical periods and cultures. In order to provide for flexibility in the curriculum, artistic and/or historical content, rather than specific works or artists, have been specified.

The sequence of goals and objectives. Instructional goals are provided for three sequential programmatic levels: early childhood, middle childhood, and adolescent education. The goals for middle childhood education build upon previous learning in the early childhood years. The goals for elective offerings in adolescent education extend the prerequisite learning of general art in kindergarten through eighth grade.

Instructional objectives for each required and elective art offering are suggested. These are arranged in a sequence of levels to facilitate learning. However, no specific sequence within each level is suggested or implied. The instructional objectives provide a flexible framework for the design of curricula to meet local school district needs.

Implementation of the Instructional Goals and Objectives

It is the responsibility of each local school district to determine the most effective and efficient means of providing opportunities for students to achieve the instructional goals adopted by the West Virginia Board of Education. This document is intended to assist local education agency administrators and teachers by setting standards relative to the product of instruction while not dictating the instructional process or teaching strategies to be used. The instructional objectives included are neither comprehensive nor restrictive; they are descriptions of tasks learners should be able to perform upon completion of instruction. These instructional objectives are not intended to imply a particular instructional setting; large group, small group or individual instruction may be used. Neither do they imply the use of a particular methodology. Choices regarding materials, teaching resources, strategies and activities must be made at the local level to suit local conditions.

Effective implementation of any curriculum depends upon the use of time, personnel, and materials to provide genuine opportunities for learning. Some counties may discover a need to increase the number of art teachers working in the schools, either as resource persons helping classroom teachers or as art teachers having daily contact with students. Still other counties may wish to experiment with interactive television, video-taped lessons, individualized learning packages, or other innovative programs.

Curriculum development is an ongoing and continuous process. No curriculum is ever complete. It grows as teachers strive to meet the needs of individual students and to guide young people toward the achievement of excellence.

INSTRUCTIONAL GOALS

Early Childhood Education
(Grades K-4)

The goal of the Art Program of Study in Early Childhood Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities for each student to develop his/her innate creativity and ability to:

Area of Study: General Art

Art Production

- Identify and use the following elements of design in works of art:
  - Line--types and qualities,
  - Shape--sizes, geometric and organic,
  - Form--sizes, geometric and organic,
  - Color--hue, primary, secondary, values, tints, shades, warm/cool, and complementary,
  - Texture--actual,
  - Space--foreground, background, overlapping, composition, and architectural. (Levels 2-4 only)
- Identify and use the following principles of design to create unity in works of art:
  - Rhythm--repetition/pattern (Levels 3 and 4 only),
  - Contrast--using the elements of design.
- Create two- and three-dimensional art using a variety of media and techniques.

Art History

- Discuss artists and their works--progressing from discussing what an artist does to identifying six artists and their works.
- Create art based on specific historical, cultural, or ethnic styles/periods of art.

Aesthetics

- Identify and discuss feelings evoked by works of art--progressing from his/her own feelings to expressive qualities in selected historical works.

Art Criticism

- Utilize media art techniques progressing from identifying types of media arts to discussing and creating illustrations and/or simple animation techniques. (Levels 3-4 only)
- Identify and discuss the principle of balance--formal (symmetrical) and informal (asymmetrical). (Level 4 only)
- Compare, contrast, and create abstract and non-objective works of art. (Level 4 only)
- Select his/her own works for display.

Middle Childhood Education
(Grades 5-8)

The goal of the Art Program of Study in Middle Childhood Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities, built upon previous learning, for each student to develop his/her innate creativity and ability to:

Area of Study: General Art

Art Production

- Identify and use the following elements of design in works of art:
  - Line--contour, gesture, continuous; line to create value/shading; linear perspective,
  - Shape--combinations of geometric and organic shapes in representational, abstract, and non-objective works of art,
  - Form--combinations of geometric and organic forms in representational, abstract, and non-objective works of art,
  - Color--primary, secondary, tertiary (intermediate), tints, shades, tones, warm and cool, value, intensity, monochromatic, complementary, analogous, triadic, and split-complementary,
  - Texture--actual and implied (simulated),
  - Space--one-point perspective, two-point perspective, two-dimensional positive and negative space, three-dimensional positive and negative space, aerial and linear perspective.

- Identify and use the following principles of design to create unity in works of art:
  - Rhythm--repetition/pattern, variation, and movement,
  - Balance--symmetrical (formal) and asymmetrical (informal), two-dimensional and three-dimensional (both visually and physically),
  - Dominance--emphasis,
  - Scale/proportion--objects, figures, architecture,
  - Contrast--using the elements of design.

Art History

- Create two- and three-dimensional work based on specific historical periods or styles.
- Discuss art history in terms of various cultural and ethnic styles and create a time-line.
- Identify six different artists and their work each year.
- Identify careers in art.

Aesthetics

- Analyze works of art in terms of aesthetic and sensory qualities.

Art Criticism

- Compare and contrast commercial and fine art.
- Discuss differences between various two- and three-dimensional art media and the variety of techniques possible within each medium.
- Discuss and/or write about art exhibits.
- Select, title, and mount his/her works for display.

Adolescent Education
(Grades 9-12)

The goal of the 9-12 elective offerings of the Art Program of Study in Adolescent Education is to prepare students to participate in and use art to enrich the quality of their lives. The local school district shall provide multiple opportunities for students to develop their innate creativeity and ability to:

Area of Study: General Art*

Art Production

- Use the elements and principles of design progressing from listing and identifying them to defining, finding and making illustrations for each.
- Develop and apply techniques used in two- and three-dimensional media, progressing from exploratory experiences to in-depth studies in one or more media.

Art History

- Discuss the historical and cultural backgrounds for the media used in class projects.
- Investigate and report on at least one art career. (Art I only)

Aesthetics

- Compare and analyze how techniques effect aesthetic and sensory qualities in his/her own and others' work.
- Identify and discuss various philosophies of art. (Art III)
- Formulate a personal art philosophy. (Art III and IV)

Art Criticism

- Identify purposes, criteria, and needs for a portfolio and develop one. (Art II, III, IV)
- Use the critical process (description, analysis, interpretation and evaluation) in discussing works of art; progress to using this process in writing a comparative analysis of aesthetic and sensory qualities in his/her own and other's work.
- Select, title, and prepare his/her art for display, progressing from group displays to a one-person exhibit.

Area of Study: Studio Art**

Art Production

- Create works of art in the selected studio field.
- Use and discuss the elements and principles of design in the selected studio art field.

* The 9-12 offerings in General Art I, II, III, and IV build upon previous learning.

** Elective offerings in Studio Art may be provided in any of the following fields: Architecture, Calligraphy, Ceramics, Computer Art, Crafts, Drawing, Fiber Art, Jewelry, Painting, Photography, Printmaking, Sculpture, and Stained Glass. These specialized studio offerings may be provided in addition to or in place of General Art II, III, and/or IV.

- List, identify, and use materials, tools, media, processes, techniques, and terminology of the specific studio art field.

- Compile a sketchbook (or notes) of ideas, designs, materials, processes and techniques for use in future projects.

Art History

- Discuss and report on the historical and cultural backgrounds of the particular studio field, including works and artists prominent in the field.

- Investigate and report on at least one career related to the specific studio art field.

Aesthetics

- Discuss the aesthetic and sensory qualities of works in the selected studio art field.

Art Criticism

- Use the critical process (description, analysis, interpretation, evaluation) to discuss works created in the particular studio field.

- Select and prepare works for exhibit and/or portfolio.

Area of Study: Art History/Appreciation/Criticism*

Art History

- Create a basic time-line showing general dates, names, styles, periods, and other information about art.

- Identify and describe various styles, techniques, and media in works of art.

- Identify, discuss, and compare cultural and multi-cultural influences on art, e.g., social, political, purposes of art, aesthetic and sensory qualities, historical events.

- Develop a notebook and/or written reports dealing with course content.

Aesthetics

- Define and discuss what art is.

Art Appreciation Only

Art Production

- Create art projects related to specific styles and/or periods in art.

Art Criticism

- Compare and contrast artistic expression in terms of both form and content.

*Elective offerings in Art History may be provided in any of the following fields: Art Appreciation, Art History and Art Criticism. These offerings may be provided in addition to any other offerings in General Art or Studio Art.

Art History Only

Art History

- Compare artists, styles, techniques, and their influences on each other within a given period of time.
- Discuss how art throughout history has influenced the art of today.
- Discuss the influence of patronage on the arts.

Art Criticism Only

Art Criticism

- Identify and discuss purposes and consequences of criticism.
- Use the critical process (description, analysis, interpretation, evaluation) in written critiques of works of art.
- Develop and use criteria for written critiques about an artist or group of artists.

Regulations Adopted: December 14, 1990

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RECOMMENDED INSTRUCTIONAL OBJECTIVES

ART PROGRAM OF STUDY

The art program of study is a K-12 sequence of related areas of study which constitute the subject matter to be offered in the public schools of West Virginia. The major areas of study within the art program are: general art, studio art and art history.

Area of Study: General Art

Early Childhood Education

Level K - At this level children learn to identify and use line, color, shape and texture. Children should be guided in use of painting, sculpture and drawing to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's innate creativity should be fostered; creative work is preferred over prepared models.

Level 1 - At this level children learn to identify and use line, color geometric shapes, forms and to compare large and small. Children should be guided in the processes of painting, drawing, sculpture and printmaking to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

Level 2 - At this level children learn to identify and use primary, secondary and neutral colors; space; organic shapes and forms. Children should be guided in the processes of drawing, painting, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

Level 3 - At this level children learn to identify and use complementary colors, organic forms, foreground and background, realistic proportion, repetition and overlapping lines. Children should be guided in the processes of drawing, painting, sculpture and printmaking to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

Level 4 - At this level children learn to identify and use color tints and shades, one-point perspective, balance, repetition and pattern. Children should be guided in the processes of drawing, painting, printmaking, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

Middle Childhood Education

Level 5 - At this level children learn to identify and use a color wheel; monochromatic and complementary color schemes; primary, secondary and intermediate colors; shading; rhythm and pattern. Children should be guided in the processes of drawing, painting, printmaking, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged.

Level 6 - At this level children learn to identify and use analogous colors, proportion in the human form, dominance, two-point perspective, symmetrical and asymmetrical balance. Children should be guided in the processes of drawing, painting, lettering, printmaking and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

Level 7 - At this level learners identify and use color intensity, triadic colors, organic and geometric shapes and forms, linear and aerial perspective, actual and simulated textures, repetition and variation. Learners should be guided in the processes of painting, drawing, architectural rendering, lettering, printmaking and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

Level 8 - At this level learners identify and use analogous color schemes, non-objective and abstract shapes and forms, elements and principles of design. Learners should be guided in the processes of painting, drawing, architectural rendering, lettering, printmaking, crafts and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

Adolescent Education

Art I - This elective offering provides students opportunities to explore the creation of art in at least six two-dimensional, and four three-dimensional areas. Art history, aesthetics and criticism are introduced.

Art II - This elective offering provides opportunities for students to develop and apply multiple techniques in the creation of two- and three-dimensional art and to begin the preparation of a portfolio of works. Art history, aesthetics and criticism are studied in relationship to class art production.

Art III - This elective offering provides students the opportunity to develop and apply multiple in-depth techniques in both two- and three-dimensional media, prepare works for a personal portfolio and a group exhibition. Art history, criticism and aesthetics are studied in relationship to personally selected art works leading to the development of a personal philosophy of art.

Art IV - This elective offering provides the advanced student opportunity to develop and apply techniques and style in one or more areas of interest, to complete the portfolio and prepare an exhibition of his/her works. Art history, aesthetics and criticism are studied in relationship to the student's particular area(s) of interest.

INSTRUCTIONAL OBJECTIVES

Area of Study: General Art

Level K

At this level children learn to identify and use line, color, shape and texture. Children should be guided in use of painting, sculpture and drawing to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's innate creativity should be fostered; creative work is preferred over prepared models.

The learner will:

1. Identify the primary, secondary and neutral colors, i.e., red, yellow, blue; orange, green, violet; white, black, browns.
2. Create art using primary, secondary and neutral colors.
3. Identify common line types, e.g., straight ———, diagonal /, curved ∿, zig-zag ⩘, broken - - - - -.
4. Create art using common line types with a variety of tools and materials.
5. Identify at least five basic drawing shapes, e.g., circle, square, oval, rectangle, triangle.
6. Create art using basic drawing shapes.
7. Touch and create a variety of man-made and natural textures.
8. Create art using various textures, e.g., yarn, sand.
9. Identify sculpture (as distinguished from flat work).
10. Create sculpture(s) with a variety of materials and tools.
11. Verbalize feelings evoked by art--his/her own and others.
12. Create art expressing a personal feeling.
13. Identify art found in his/her environment.
14. Discuss the work artists do.
15. Select his/her own favorite work for display(s).

Level 1 - At this level children learn to identify and use line, color, geometric shapes, forms and to compare large and small. Children should be guided in the processes of painting, drawing, sculpture and printmaking to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

The learner will:

1. Match the primary, secondary and neutral colors with their written names.

2. List the primary colors.

3. Create art using primary colors.

4. Distinguish between shape and form, e.g., circle and sphere, square and cube, triangle and pyramid.

5. Identify line quality, e.g., thick, thin, smooth, rough, light, dark.

6. Create art using line quality with a variety of materials and tools.

7. Identify and use in art geometric shapes, e.g., square, triangle, oval, rectangle, circle.

8. Identify overlapping shapes.

9. Create art using overlapping shapes.

10. Compare sizes of things.

11. Create art using a printmaking process, e.g., monoprint, vegetable stamp.

12. Create art representing a specific historical/cultural period(s) or group(s).

13. Discuss feelings evoked by selected works of art.

14. Identify, shapes, colors, sizes and subjects in selected works of art.

15. Select his/her own favorite work(s) of art for displays.

Level 2 - At this level children learn to identify and use primary, secondary and neutral colors; space; organic shapes and forms. Children should be guided in the processes of drawing, painting, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

The learner will:

1. List the primary, secondary and neutral colors.
2. Create secondary colors by mixing the primary colors.
3. Identify warm and cool colors.
4. Create art using warm colors.
5. Create art using cool colors.
6. Identify organic (natural) shapes and forms.
7. Create art using organic (natural) shapes and forms.
8. Create art using line as a means of expression, eg., to music, story, sounds, mood.
9. Identify foreground and background space.
10. Create art showing foreground and background space.
11. Create a craft piece representing a specific historical/cultural period(s) and/or group(s).
12. Compare feelings evoked by famous works of art dealing with the same subject matter.
13. Discuss contrast in terms of color, line, shape, form and texture in selected works of art.
14. Select his/her own favorite work(s) of art for display(s).

Level 3 - At this level children learn to identify and use complementary colors, organic forms, foreground and background, realistic proportion, repetition and overlapping lines. Children should be guided in the processes of drawing, painting, sculpture and printmaking to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

The learner will:

1. Identify and locate complementary colors on a basic color wheel.
2. Make a neutral color by mixing a primary color with its complement.
3. Create an artwork using one set of complementary colors and its neutral.
4. Identify organic forms made by nature and man.
5. Create art using organic forms made by nature and/or man.
6. Identify repetition and overlapping of lines.
7. Create art using repetition and overlapping of lines.
8. Identify foreground and background.
9. Create art using foreground and background.
10. Create a still life using realistic proportion.
11. Identify proportion as it relates to portrait work.
12. Create a portrait.
13. Identify, discuss and cite examples of contemporary media arts, e.g., television, video and computers.
14. Identify illustrations for stories and poetry.
15. Create art to illustrate a story or poem.
16. Discuss architecture as an art form.
17. Create an architectural representation from an historical/cultural period.
18. Identify five artists and a work by each.
19. Compare feelings evoked from two works by the same artist.

20. Discuss effective use of space in a composition.

21. Use space effectively in art.

22. Select his/her own favorite work(s) for display and discuss reasons for the choice(s).

Level 4 - At this level children learn to identify and use color tints and shades, one-point perspective, balance, repetition and pattern. Children should be guided in the processes of drawing, painting, printmaking, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged; creative work is preferred over prepared models.

The learner will:

1. Discuss color value(s).
2. Create art using four (or more) tints of one color.
3. Create art using four (or more) shades of one color.
4. Create three-dimensional art.
5. Compare formal (symmetrical) and informal (asymmetrical) balance in art.
6. Create a portrait (facial, partial or total figure).
7. Compare abstract and non-objective art.
8. Identify, discuss and cite examples of animation as it relates to media arts.
9. Discuss pattern and repetition in art.
10. Create a simple media technique, such as an animation flipbook.
11. Create abstract or non-objective art using balance and pattern, e.g., mobiles, paintings, prints.
12. Discuss form and space in architecture, e.g., Frank Lloyd Wright, Mondrian, Greek, Egyptian.
13. Create art using form and space in architecture found in the local area.
14. Discuss art as a means of recording history.
15. Create art depicting an historical or current event.
16. Identify six artists and a work by each.
17. Discuss feelings artists have communicated in their works.
18. Select and title his/her own favorite work(s) for display and discuss the reasons for the choice(s).

Level 5 - At this level children learn to identify and use a color wheel; monochromatic and complementary color schemes; primary, secondary and intermediate colors; shading; rhythm and pattern. Children should be guided in the processes of drawing, painting, printmaking, sculpture and crafts to develop creative skills, motor skills, art appreciation and making decisions about art. Each child's creativity should be encouraged.

The learner will:

1. Identify primary, secondary and intermediate (tertiary) colors on a color wheel.
2. Create a color wheel using primary, secondary and intermediate colors.
3. Discuss monochromatic and complementary color schemes.
4. Create monochromatic art.
5. Create art using a complementary color scheme.
6. Create art using tints and shades of warm or cool colors.
7. Identify contour, gesture and continuous line drawing.
8. Create a drawing using contour, continuous or gesture lines.
9. Identify and discuss value and shading.
10. Shade geometric shapes to create the illusion of form.
11. Discuss form as it relates to three-dimensional media, e.g., ceramics, sculpture, architecture or fine crafts.
12. Create art using three-dimensional media.
13. Identify one point perspective.
14. Create a drawing using one-point perspective.
15. Create art showing visual rhythm and pattern.
16. Identify, discuss and cite examples of purposes of poster art and layout.
17. Create a poster with formally (symmetrically) balanced and spaced letters.
18. Identify at least six artists from various cultures and a work by each.
19. Discuss at least six artists and the statements made in their work.

20. Compare the purposes of commercial art and fine art.

21. Identify, discuss and cite examples of approaches to advertising media and/or program format.

22. Select, title and mount his/her favorite work(s) for display(s).

23. Discuss an art exhibit.

Level 6 - At this level children learn to identify and use analogous colors, proportion in the human form, dominance, two-point perspective, symmetrical and asymmetrical balance. Children should be guided in the processes of drawing, painting, lettering, printmaking and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

The learner will:

1. Create a color wheel including, primary, secondary and intermediate shades and tints.
2. Identify analogous colors.
3. Create art using analogous colors.
4. Identify standard proportion in the human form.
5. Create art using the standard figure proportions, e.g., gesture, contour.
6. Identify, discuss and cite examples of value created using lines.
7. Create value in a drawing with line, e.g., cross hatching, stippling.
8. Identify, discuss and cite examples of value with blending and rubbing using colors.
9. Create value in a drawing with color using rubbing, blending and other techniques.
10. Create art using negative and positive space, e.g., stenciling, weaving, paper cutting.
11. Identify two-point perspective.
12. Create art using two-point perspective.
13. Compare formal (symmetrical) and informal (asymmetrical) balance in art.
14. Create art using formal (symmetrical) and/or informal (asymmetrical) balance.
15. Identify dominance in art.
16. Create art showing dominance, e.g., color, shape, size.
17. Collect and classify examples of letter styles.
18. Create a unique letter style.

19. Create a simplified time line showing history of art, including Western, Oriental, African, American, etc.

20. Identify at least six artists and a work by each.

21. Select, title, mount and hang his/her favorite work(s) for display.

22. Discuss an art exhibit.

Level 7 - At this level learners identify and use color intensity, triadic colors, organic and geometric shapes and forms, linear and aerial perspective, actual and simulated textures, repetition and variation. Learners should be guided in the processes of painting, drawing, architectural rendering, lettering, printmaking and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

The learner will:

1. Identify color intensity.
2. Develop a color intensity chart.
3. Create art that shows color intensity changes.
4. Create art demonstrating value/tone changes.
5. Identify triadic colors.
6. Create art using triadic colors.
7. Create an abstract or non-objective art work using geometric and/or organic shapes or forms.
8. Create art using negative and positive space, e.g., architectural forms, printmaking, sculpture, ceramics.
9. Create art using linear and aerial perspective.
10. Identify actual and simulated textures.
11. Create art using simulated and/or actual textures.
12. Create a three-dimensional form using symmetrical or asymmetrical balance.
13. Discuss dominance in works of art.
14. Create a two- or three-dimensional human figure using standard proportions.
15. Create art using visual and tactile repetition and variation.
16. Identify calligraphy as an art form.
17. Create calligraphy using a traditional or contemporary tool.
18. Create an ink drawing.
19. List and discuss five elements and five principles of design.

20. Analyze works of art from specific historical periods (see level 6, item 19) in terms of aesthetic and sensory qualities, elements and principles of design, and decision making processes.

21. Create art based on a specific historical period.

22. Identify at least six artists and a work by each.

23. Select, title and prepare his/her work for display.

24. Discuss or write about an art exhibit.

Level 8 - At this level learners identify and use analogous color schemes, non-objective and abstract shapes and forms, elements and principles of design. Learners should be guided in the processes of painting, drawing, architectural rendering, lettering, printmaking, crafts and sculpture to develop creative skills, motor skills, art appreciation and making decisions about art.

The learner will:

1. Identify split complementary color schemes.
2. Create art using split complementary color schemes.
3. Recognize the use of warm or cool, monochromatic, complementary, split complementary, triadic and analogous color schemes.
4. Recognize the use of organic, geometric, non-objective and abstract shapes and forms.
5. Analyze art in terms of elements and principles of design.
6. Create art emphasizing at least three elements and three principles of design.
7. Create drawings from live models and/or still life objects.
8. Evaluate art works from specific historical periods in terms of aesthetic and sensory qualities.
9. Analyze and discuss specific styles of art, e.g., Cubism, Impressionism, Realism.
10. Create art representative of a specific style.
11. Describe differences in art media.
12. Describe differences in techniques within at least two media, e.g., painting: water color, oil, acrylic, egg tempera; sculpture: stone, wood, metal, clay, wire; drawing: pencil, ink, charcoal, oil pastels.
13. Identify various careers in art.
14. Identify at least six artists and a work by each.
15. Select, title and prepare his/her work(s) for display.
16. Discuss (verbally or in writing) an art exhibit.

Art I

Level 9-12 - This elective offering provides students opportunities to explore the creation of art in at least six two-dimensional, and four three-dimensional areas. Art history, aesthetics and criticism are introduced.

The learner will:

1. List and identify elements of designs:

   - line
   - shape and form
   - color
   - value
   - space
   - texture.

2. List and identify principles of design.

   - rhythm--movement
   - harmony
   - repetition--pattern
   - balance
   - unity
   - dominance--emphasis
   - contrast
   - proportion--scale.

3. Create two-dimensional art using the elements and principles of design in at least six of the following areas:

   - architectural renderings
   - batik
   - calligraphy
   - collage
   - computer graphics
   - cut paper
   - drawing
   - fashion design
   - graphic design
   - interior design
   - media arts
   - mixed media
   - painting
   - photography
   - printmaking.

4. Create three-dimensional art using the elements and principles of design in at least four of the following areas:

   - architectural models
   - ceramics (handbuilt and wheel thrown)
   - enameling
   - fiber arts
   - jewelry
   - product design
   - sculpture.

5. Discuss the techniques used in creating his/her art works.

6. Discuss the aesthetic and sensory qualities of their own and others' work.

7. Discuss the historical and cultural background for the media used in class projects.

8. Investigate and report on at least one art career.

9. Use the critical process (description, analysis, interpretation and evaluation) in discussing works of art.

10. Select, title and prepare his/her art for display.

Art II

Level 10-12 - This elective offering provides opportunities for students to develop and apply multiple techniques in the creation of two- and three-dimensional art and to begin the preparation of a portfolio of works. Art history, aesthetics and criticism are studied in relationship to class art production.

The learner will:

1. List and define the elements of design:

   - line
   - shape and form
   - color
   - value
   - space
   - texture.

2. List and define the principles of design:

   - rhythm--movement
   - harmony
   - repetition--pattern
   - balance
   - unity
   - dominance--emphasis
   - contrast
   - proportion--scale.

3. Develop and apply multiple techniques in at least four of the following two-dimensional areas:

   - architectural renderings
   - batik
   - calligraphy
   - collage
   - computer graphics
   - cut paper
   - drawing
   - fashion design
   - graphic design
   - interior design
   - media art
   - mixed media
   - painting
   - photography
   - printmaking.

4. Develop and apply multiple techniques in at least two of the following three-dimensional areas:

   - architectural models
   - ceramics
   - crafts
   - enameling
   - fiber art
   - jewelry
   - product design
   - sculpture.

5. Compare and analyze how techniques effect aesthetic and sensory qualities in their own and others' work.

6. Discuss the historical and cultural background of subject matter and themes for the media used in class projects.

7. Use the critical process (description, analysis, interpretation and evaluation) in discussing works of art.

8. Identify purposes for creating a portfolio.

9. Develop criteria for a portfolio.

10. Select, title and prepare his or her art work(s) for display and/or portfolio.

Art III

Level 11-12 - This elective offering provides students the opportunity to develop and apply multiple in-depth techniques in both two- and three-dimensional media, prepare works for a personal portfolio and a group exhibition. Art history, criticism and aesthetics are studied in relationship to personally selected art works leading to the development of a personal philosophy of art.

The learner will:

1. List, define and present examples illustrating the elements of design:

   - line
   - shape and form
   - color
   - space
   - texture
   - value.

2. List, define and present examples illustrating the principles of design:

   - rhythm--movement
   - harmony
   - repetition--pattern
   - balance
   - unity
   - dominance--emphasis
   - contrast
   - proportion--scale.

3. Develop and apply multiple in-depth techniques in at least two of the following two-dimensional areas:

   - architectural renderings
   - batik
   - calligraphy
   - collage
   - computer graphics
   - cut paper
   - drawing
   - fashion design
   - graphic design
   - interior design
   - media art
   - mixed media
   - painting
   - photography.

4. Develop and apply multiple in-depth techniques in at least one of the following three-dimensional areas:

   - architectural models
   - ceramics
   - crafts
   - enameling
   - fiber art
   - jewelry
   - product design
   - sculpture.

5. Compare and analyze how techniques effect aesthetics and sensory qualities in their own and others' work.

6. Discuss the historical and cultural (western and non-western) background(s) of subject matter and themes for the media used in his/her projects.

7. Create a self-portrait including an expression of outward appearance and/or inward qualities.

8. Select, title and prepare his/her artwork(s) for a group exhibition.

9. Select, title and prepare his/her artwork(s) for his/her portfolio.

10. Use the critical process in discussing his/her own and others' works of art.

11. Identify and discuss various philosophies of art.

12. Develop and write a personal philosophy of art.

Art IV

Level 12 - This elective offering provides the advanced student opportunity to develop and apply techniques and style in one or more areas of interest, to complete the portfolio and prepare an exhibition of his/her works. Art history, aesthetics and criticism are studied in relationship to the student's particular area(s) of interest.

The learner will:

1. Develop illustrations for each of the elements of design:

   - line
   - shape and form
   - color
   - space
   - texture
   - value.

2. Develop illustrations for each of the principles of design:

   - rhythm--movement
   - harmony
   - repetition--pattern
   - balance
   - unity
   - dominance--emphasis
   - contrast
   - proportion--scale.

3. Develop and apply techniques and style in his/her area(s) of interest.

4. Use the critical process to write a comparative analysis of aesthetic and sensory qualities in his/her own and others' work.

5. Report on the historical and cultural background of an artist(s) dealing in the students' area of interest.

6. Identify and discuss various philosophies of art.

7. Develop and write a personal philosophy (which may relate to art).

8. Select, title and prepare his/her artwork(s) for a one-person exhibition.

9. Complete his/her portfolio for submission.

Adolescent Education

Architecture - Architecture is an elective for advanced art students. Emphasis is given to the design of a building (floor plans, renderings and three-dimensional models). Architecture in history and various cultures is considered. Aesthetics and the critical process are studied in relationship to architecture of the past and present.

Calligraphy - This elective offering provides opportunities for students to develop skills in traditional and contemporary calligraphy and layout. Art history, criticism and aesthetics are related to individual and group projects.

Ceramics - Ceramics is an elective offering advanced art students opportunities to develop skills and techniques in pottery, casting from handmade molds and clay sculpture. The importance of ceramic art in past world cultures is considered. Aesthetic values and critical processes are learned as they relate to ceramic art.

Computer Art - This art elective focuses on the use of the computer to create two-dimensional, three-dimensional and animative art. The historical background of computer art is considered, along with aesthetic and critical studies of this art area.

Crafts - This elective permits students to explore a variety of craft processes and techniques and to study the historical and cultural backgrounds of class projects.

Drawing - This is an elective offering students opportunities to develop and use advanced techniques in drawing with various media, to develop a sketchbook and prepare work for display. Historical, cultural, aesthetic and critical processes are studied as they are related to drawing.

Fiber Art - This art elective provides opportunities for the development of advanced skills and techniques in the creation of fiber art and surface design. The historical and cultural background of fiber art is studied. Criteria for evaluating these art forms are developed.

Jewelry - This elective offers the advanced student the opportunity to develop skills and techniques in jewelry making. Jewelry designs of different cultures and periods are studied. Criteria for the evaluation of jewelry are developed.

Painting - This is an elective offering students opportunities to develop and use advanced techniques in painting with various media; to prepare and frame a painting. The historical, cultural, aesthetic and critical processes are studied in relationship to painters and paintings.

Photography - This art elective provides opportunities for students to develop skills and techniques in still photography and video media. Historical and cultural backgrounds of photography and media are studied along with aesthetic qualities and critical processes.

Printmaking - This elective offering provides opportunities for students to study the history and production of various types of prints. Cultural influences on the art are studied. The critical processes are used in evaluating prints.

Sculpture - This elective offers the advanced student an opportunity to develop skills in creating various types of sculpture. Aesthetic, historical/cultural and critical studies are undertaking in relationship to individual and class projects.

Stained Glass - This elective offers students opportunities to study the history and production of stained glass art.

Architecture

Level 11-12 - Architecture is an elective for advanced art students. Emphasis is given to the design of a building (floor plans, renderings and three-dimensional models). Architecture in history and various cultures is considered. Aesthetics and the critical process are studied in relationship to architecture of the past and present.

The learner will:

1. Identify and discuss architecture as an art form.
2. Discuss and investigate the various styles of architecture as they relate to historical and multi-cultural backgrounds in society.
3. Discuss the elements and principles of design found in architecture.
4. Develop a notebook recording information related to architecture.
5. Use perspective to create drawings of architectural forms found in ancient civilizations, e.g., Babylonian, Greek, Roman, Egyptian, Chinese and Myan.
6. Compare and contrast the architecture of ancient civilizations with twentieth century developments.
7. Create a contemporary architectural model which shows a significant influence from ancient architecture. e.g., Greek columns, vaulted ceilings, gothic.
8. List and identify materials and techniques used in architecture throughout history, e.g., wood, stone, brick, metal, glass, plastic, masonary, carpentry, pre-fab.
9. Discuss the use of sculpture as an elaboration of architectural form.
10. Investigate and report on at least four architects from different periods of history.
11. Discuss architecture using the critical process.
12. Design a building of choice including floor plan, renderings and three-dimensional model.
13. Investigate and report on careers related to architecture.
14. Display and label all work including notebook.

Calligraphy

Level 10-12 - This elective offering provides opportunities for students to develop skills in traditional and contemporary calligraphy and layout. Art history, criticism and aesthetics are related to individual and group projects.

The learner will:

1. Identify calligraphy as an art form throughout history.

2. Identify traditional calligraphy tools: pens (speedball, mitchell, coit, brauser, bamboo), quills, brushes, and pencils.

3. Create basic calligraphy forms using at least two traditional tools.

4. Identify contemporary calligraphy tools: markers, carved tongue depressors, twigs, etc.

5. Create basic calligraphy forms using at least one contemporary tool.

6. Identify the three traditional calligraphy alphabet groups: Roman (bookhand), script (italic), and gothic (black letter).

7. Identify at least two contemporary alphabets such as:

   - Broadway
   - Futura Display
   - Futura Black
   - Fine Gothic Moderne.

8. Use three traditional calligraphy alphabets.

9. Create at least one contemporary alphabet.

10. Identify formal (symmetrical) and informal (asymmetrical) balance as it relates to layout in calligraphy.

11. Create a calligraphy piece using formal (symmetrical) balance.

12. Create a calligraphy piece using informal (asymmetrical) balance.

13. Identify and discuss illustration as an addition to calligraphy or vice versa.

14. Create a piece incorporating both calligraphy and illustration.

15. Identify various media used in calligraphy: inks (black, colored, sumi), paint (gouache, watercolor), lead (carpenter's pencil), bleach, paper types.

16. Create calligraphy using at least two different media.

17. Identify and discuss at least two calligraphers and their styles.

18. Develop criteria for evaluating calligraphy projects.

19. Discuss calligraphy projects based on criteria developed for evaluation.

20. Discuss careers in which calligraphy could be applied.

21. Select and prepare calligraphy works for exhibit.

Ceramics

Level 11-12 - Ceramics is an elective offering advanced art students opportunities to develop skills and techniques in pottery, casting from handmade molds and clay sculpture. The importance of ceramic art in past world cultures is considered. Aesthetic values and critical processes are learned as they relate to ceramic art.

The learner will:

1. Develop criteria for creating ceramics as an art.

2. Discuss and cite examples of ceramics of the past in world cultures and their historical influence, e.g. - prehistoric, mid-East, Minoan and Mycenaian, China and the far East, Greek, Roman, Korean, and Japanese.

3. Discuss and cite examples of contemporary ceramics around the world.

4. Define the processes used in ceramic pottery and ceramic sculpture. (pinch, slab, coil, ball, wheel, armature, addition, subtraction, and manipulation).

5. Create pottery using each of the following methods: pinch, slab, coil.

6. Discuss the forming techniques used in conjunction with the potter's wheel, e.g., spouts, lips, handle pulling, slip casting and mold making.

7. Create pottery on the wheel using at least two forming techniques.

8. Create at least two examples of ceramic sculpture using the principles and elements of design, e.g., portrait sculpture, figure modeling, animal sculpture, environmental sculpture.

9. Discuss how form follows function in ceramics and cite examples, e.g. - vessels, architectural ceramics, tiles, and plaques.

10. List and identify the stages of clay work (wedging, greenware, leatherhard, bisque, glazing and glaze firing).

11. Discuss and cite examples of surface texture techniques, e.g., scratching, incising, cutting, stamping and grog methods.

12. Discuss and cite examples of the following decorative techniques: sgraffito, engobe, mishima, wax-resist, slip trailing, staining, glazing (pouring, dipping, brushed, sprayed).

13. Discuss the aesthetic value of monumentality in ceramic sculpture.

14. Define the concepts of plasticity and poracity in clay bodies.

15. Discuss the firing process used in the electric kiln and/or the outdoor pit for raku (oxidation, reduction and the vitrification of clay).

16. Select ceramic pieces and load the kiln for bisque and glaze firing.

17. Investigate and discuss careers in ceramics.

18. Exhibit his/her ceramics.

Computer Art

Level 11-12 - This art elective focuses on the use of the computer to create two-dimensional, three-dimensional and animative art. The historical background of computer art is considered, along with aesthetic and critical studies of this art area.

The learner will:

1. Discuss computer software and hardware pertaining to graphic art.
2. Identify different peripherals (or input/output devices) that can be attached to the computer to create images in real time and real motion (light pen, mouse, tablet, stylus, optical scanner, digitizer, printer).
3. Define and discuss the historical background of computer based art.
4. Discuss how a computer can be used to make two-dimensional, three-dimensional, and animative images.
5. Discuss types of programs for drawing two-dimensional, three-dimensional, and animative images.
6. Create a contour, gesture, and linear perspective drawing using the elements and principles of design.
7. Create a computer drawing by enlarging or reducing, selecting and manipulating art elements and principles, adding animation and color, distorting images to create unusual effects, and reproducing images by printing them on different kinds of surfaces.
8. Create a basic two-dimensional, three-dimensional, and animative computer program.
9. Compare computer art and non-computer art in terms of elements and principles of design.
10. Use the critical process in discussing his/her computer art and that of others.
11. Discuss applications of computer graphics to various careers.
12. Select, print, and prepare computer art for display.

Crafts

Level 9-12 - This elective permits students to explore a variety of craft processes and techniques and to study the historical and cultural backgrounds of class projects.

The learner will:

1. Define crafts: functional and non-functional.

2. List processes and techniques used in creating at least five of the following:

- acid etching
- batik
- candle making
- ceramics
- doll making
- enameling
- folk toys
- ikat
- hooked rugs
- jewelry making
- kachina making
- leather making
- marbling
- mosaics
- needlework
- origami
- paper making
- puppetry
- pysanka
- quilting
- tie dying
- tooling
- weaving
- wood working.

3. Discuss and apply the elements and principles of design in creating crafts.

4. Create at least six projects from the list of crafts above and compile a notebook on the processes used. (See # 2).

5. Discuss the aesthetic and sensory qualities of crafts.

6. Discuss or report on the historical and cultural backgrounds of the class projects.

7. Investigate and report on at least one craft-related career.

8. Use the critical processes to discuss crafts.

9. Select, price and prepare his/her work for display.

Drawing

Level 11-12 - This is an elective offering students opportunities to develop and use advanced techniques in drawing with various media, to develop a sketchbook and prepare work for display. Historical, cultural, aesthetic and critical processes are studied as they are related to drawing.

The learner will:

1. Discuss drawing as art compared to drawing as a fundamental process.
2. Create drawings using linear or aerial perspective in at least 4 of the following media: pencil, ink, marker, crayon, charcoal, chalk, colored pencil, paint.
3. Discuss the techniques used in drawing.
4. Use and discuss the elements and principles of design in drawing.
5. Create drawings using a variety of techniques of perspective in at least two media listed in outcome number 2.
6. Create drawings for each of the areas: landscape/seascape, still life, and figure/portrait in various styles using multiple techniques.
7. Discuss the aesthetic and sensory qualities of his/her own drawings and drawings of others.
8. Discuss historical and cultural backgrounds of the media used in drawing.
9. Investigate and report on at least one career in drawing.
10. Use the critical process in discussing his/her drawings and those of others.
11. Develop a sketchbook to record ideas, perceptions and observations for later use.
12. Select, title and prepare his/her work(s) for display.

Fiber Art

Level 11-12 - This art elective provides opportunities for the development of advanced skills and techniques in the creation of fiber art and surface design. The historical and cultural background of fiber art is studied. Criteria for evaluating these art forms are developed.

The learner will:

1. Define categories of fiber arts such as:

   - weaving (off loom, loom)
   - quilting
   - applique
   - embroidery
   - batik
   - crewel
   - crochet
   - knitting
   - lace making
   - trapunto
   - rug making.

2. Discuss the historical background of fiber arts in various cultures.

3. Identify and discuss functional vs. non-functional fiber arts.

4. Define and discuss materials, tools, and terminology used in the various fiber arts media.

5. Discuss the processes and techniques used in creating fiber arts and surface design.

6. Discuss methods for creating original designs.

7. Design and create at least three in-depth projects from the following list:

   - weaving
   - quilting
   - applique
   - embroidery
   - batik
   - crewel
   - crochet
   - knitting
   - lace making
   - tatting
   - trapunto
   - rug making.

8. Develop criteria for evaluating fiber art projects including:

   - aesthetic and sensory qualities
   - craftsmanship
   - form and function
   - use of the elements and principles of design.

9. Develop a notebook of design ideas, materials, processes and techniques.

10. Discuss various fiber arts careers.

11. Select and prepare work for exhibition.

Jewelry

Level 11-12 - This elective offers the advanced student the opportunity to develop skills and techniques in jewelry making. Jewelry designs of different cultures and periods are studied. Criteria for the evaluation of jewelry are developed.

The learner will:

1. Discuss the historical background of jewelry.

2. Discuss the purposes and functional design considerations of jewelry making and cite examples.

3. Identify and discuss materials and tools used in jewelry making, such as:

- metal
- beads
- stones
- fibers
- found materials
- wood
- glass
- hand drill
- files
- bench peg
- vices
- soldering iron
- polishing motor
- saw frames
- eclipse saw
- coping saw
- needles
- center punch
- shears
- tweezers
- pliers
- steel rule
- scriber
- hammers
- mallets.

4. Identify processes and techniques used in creating jewelry, such as:

- enameling
- beading
- soldering
- weaving
- casting
- sheet materials
- wire
- tubes
- scoring and bending
- texture application
- cutting methods
- assemblage
- hammered metal
- metal lamination
- annealing/forging
- stone setting
- etching.

5. Design models from the following materials to translate into a more permanent jewelry media later:

- paper
- cardboard
- tubes
- pencils
- glue
- pins
- thread
- spaghetti/macaroni
- balsa wood
- doweling
- beeswax
- plasticene
- plaster
- metallic spray paint
- paper clips
- thin modeling wire.

6. Create at least six jewelry projects using at least four methods from the following techniques:

- enameling
- beading
- pierced metal
- weaving
- casting
- hammered metal
- soldering
- cut and assemblage
- stone setting
- etching
- sculpted wood.

7. Develop criteria for evaluating jewelry designs including such consideration as:

- aesthetic qualities
- functional ease (form and function)
- gender consideration in design
- use of the elements and principles of design.

8. Discuss his/her own and others' projects based on criteria developed for evaluation.

9. Select and prepare jewelry pieces for display.

10. Compare and contrast jewelry designs from at least two different cultures or historical periods.

11. Discuss careers in jewelry.

12. Develop a notebook of designs, methods, and processes for references.

Painting

Level 11-12 - This is an elective offering students opportunities to develop and use advanced techniques in painting with various media; to prepare and frame a painting. The historical, cultural, aesthetic and critical processes are studied in relationship to painters and paintings.

The learner will:

1. Discuss painting as a fine art form.
2. Create paintings using linear and aerial perspective in at least four of the following media: oil, acrylic, watercolor, tempera, egg-tempera, ink, pastel, air-brush.
3. Identify and discuss the techniques used in painting with at least four different media.
4. Develop a notebook of techniques and sketches for future reference.
5. Create paintings using a variety of techniques, e.g., brush, knife, wash, stipple, impasto, glazing.
6. Create a still life painting using the elements and principles of design.
7. Create a painting of his/her choice from the following: landscape, seascape, or portrait using choice of style.
8. Discuss the aesthetic and sensory qualities of his/her own paintings and those of others.
9. Discuss the historical and cultural background of the media used in painting.
10. Investigate and report on one famous painter and reproduce or create a painting in his/her style.
11. Use the critical process in discussing his/her reproduced works and those of others.
12. Discuss painting as a career.
13. Select, title, frame and/or matt a painting(s) for display.

Photography

Level 11-12 - This art elective provides opportunties for students to develop skills and techniques in still photography and video media. Historical and cultural backgrounds of photography and media are studied along with aesthetic qualities and critical processes.

The learner will:

1. Develop criteria for photography as an art form.

2. Discuss and apply the elements and principles of design in composing and viewing photographic images.

3. Develop a notebook reporting information observed and experienced in photography and related multi-media.

4. Identify the process for using the 35mm camera and/or other types of cameras.

5. Create black-and-white photography using each of the following processes: photograms, enlarging, dodging, burning, and special effects.

6. Create photographs using the 35mm camera and its accessories, e.g, normal lens, wide-angle lens, long lens, flash, filters, close-up lens, fish-eye lens.

7. Discuss the techniques used in photography and related fields.

8. Identify techniques used in TV/video media.

9. Create a video-tape within the school environment, e.g., extra-curricular activities, class projects, architecture.

10. Discuss the aesthetic and sensory qualities of his/her own photography and related media and that of others.

11. Discuss historical and cultural backgrounds of photography and related media.

12. Investigate and report on at least one career in photography and/or related media.

13. Use the critical process in discussing photographs and/or related multi-media techniques.

14. Develop slides and/or prints for a presentation and/or portfolio.

13. Submit for evaluation one artist proof and two prints from each project (with exception of monoprints).

14. Select, number, title, sign and prepare by matting, mounting and/or framing work(s) for display.

Sculpture

Level 11-12 - This elective offers the advanced student an opportunity to develop skills in creating various types of sculpture. Aesthetic, historical/cultural and critical studies are undertaken in relationship to individual and class projects.

The learner will:

1. Identify and discuss sculpture forms.

2. Identify sculpture media:

   - clay
   - stone
   - wood
   - cement
   - wire
   - plaster
   - plastic
   - soap
   - styrofoam
   - cardboard
   - soft sculpture media
   - paper maché
   - metal
   - neon.

3. Identify and discuss sculpture techniques:

   - additive
   - subtractive (carving)
   - constructive (multi-media)
   - manipulative (casting)
   - mobile/kinetic
   - haut (deep relief)
   - bas relief
   - free standing.

4. List and define processes used to create sculpture:

   - casting
   - mold making
   - carving
   - modeling
   - firing of clay
   - welding.

5. Identify at least six sculptors and their styles.

6. Discuss the historical/cultural background of media used in classroom project(s).

7. Create sculptures using elements and principles of design with least four of the following:

   - clay
   - stone
   - wood
   - cement
   - plaster
   - plastic
   - styrofoam
   - cardboard
   - paper
   - paper maché
   - soft sculpture media.

8. Discuss the aesthetic influence surface and textural qualities have on sculpture.

9. Discuss the aesthetic and sensory qualities of his/her own work and that of others.

10. Investigate and report on at least one sculpture-related career.

11. Use the critical processes in discussing sculpture:

- description
- analysis
- interpretation
- evaluation.

12. Select, title and prepare his/her work for display.

Printmaking

Level 11-12 - This elective offering provides opportunities for students to study the history and production of various types of prints. Cultural influences on the art are studied. The critical processes are used in evaluating prints.

The learner will:

1. Identify printing types:

   - relief (wood cut)
   - photographic (litho, silk screen)
   - monoprint
   - dimensional (embossing)
   - intaglio (etching)
   - collograph
   - lithograph
   - silk screen.

2. List and define processes used to create prints.

3. Identify techniques used to create the following types of prints:

   - relief
   - intaglio
   - lithograph
   - photographic
   - collograph
   - monoprint
   - dimensional
   - silk screen.

4. Discuss and identify materials and tools used to create prints.

5. Use the elements and principles of design to create at least three editions of prints using a variety of techniques and materials.

6. Define: artist proof, limited edition, working proofs.

7. Identify printmakers and their works.

8. Compare and analyze how techniques effect aesthetic and sensory qualities in his/her work and the work of others.

9. Discuss the historical/cultural influences of printing processes used in class.

10. Discuss aesthetic influences of surface qualities in prints.

11. Investigate and report on a printmaking-related career.

12. Use the critical processes in discussing prints:

    - description
    - analysis
    - interpretation
    - evaluation.

Stained Glass

Level 11-12 - This elective offers students opportunities to study the history and production of stained glass art.

The learner will:

1. Discuss the historical background of stained glass.

2. Define functional and non-functional uses of stained glass works and give examples.

3. Define and discuss processes for designing stained glass works.

4. Define and discuss the terms and tools used in the process of making stained glass.

5. Identify and discuss properties, processes and techniques in creating stained glass (include two-dimensional and three-dimensional forms).

6. Use the elements and principles of design to create at least three original two-dimensional stained glass works using two of the following construction methods:

   - leading
     --came
     --copper foil tape/solder
   - sandcasting
   - resin casting
   - fusing
   - solder and tape.

7. Use the elements and principles of design to create at least one original three-dimensional stained glass work.

8. Develop criteria for evaluating stained glass works.

9. Discuss and evaluate stained glass work(s) based on developed criteria.

10. Discuss careers in which stained glass processes could be applied.

11. Select and prepare work(s) for exhibit.

Area of Study: Art History/Appreciation/Criticism

Adolescent Education

Art Appreciation - This elective for the general student provides an activity-based study of art from various cultures and historic periods.

Art History - This elective provides an opportunity for advanced students to study the history of western and non-western art.

Art Criticism - This elective offers advanced students opportunities to examine and develop skills in the fields of aesthetics and art criticism.

Area of Study: Art History/Appreciation/Criticism

Art Appreciation

Level 9-12 - This elective for the general student provides an activity based study of art from various cultures, countries and historic periods.

The learner will:

1. Define the appreciation of art in its social context as it is related to all aspects of society.

2. Create a basic time-line showing general dates, names and styles in art.

3. Create art, working in groups, showing specific styles of art found throughout historical periods, e.g., murals, sculpture, diarama, architectural models, fashion.

4. Develop a notebook recording dates, names and styles in art, architecture and other historical/cultural artifacts.

5. Identify and describe various styles of art throughout history.

6. Develop an awareness of the aesthetic and sensory qualities of art within the total structure of society, e.g., social, political, economic, religious, intellectual.

7. Create one art project depicting a specific period of time.

8. Compare and contrast artistic expression in both form and content using the critical process (description, analysis, interpretation, evaluation).

Art History

Level 11-12 - This elective provides an opportunity for advanced students to study the history of western and non-western art.

The learner will:

1. Discuss what art is.
2. Identify and list, in chronological order, the distinct periods of art.
3. Identify styles and artists of each historical period.
4. Discuss the influences of multi-cultural and historical events, on specific works and artists within a given period.
5. Compare artists, styles and techniques within a given period and their influences on each other.
6. Identify techniques and media used by artists of various periods.
7. Discuss how art throughout history has influenced the art of today.
8. Prepare a written report using the critical process (description, interpretation, analysis, and evaluation) to describe a work of art.
9. Discuss the aesthetic and sensory qualities evoked by art throughout history.
10. Discuss patronage of the arts and its influences on artists and their work throughout history.
11. Compare and contrast multi-cultural styles and influences in art.

Art Criticism

Level 11-12 - This elective offers advanced students opportunities to examine and develop skills in the fields of aesthetics and art criticism.

The learner will:

1. Identify and discuss purposes and consequences of criticism.

2. Identify at least four steps in the critical process: description, analysis, interpretation, and evaluation.

3. Define and discuss differences in the stages of the critical process.

4. Identify and discuss other factors to consider, as: title, artists, what it is made of, where it was made, techniques or processes used.

5. Define and discuss terms used when talking about art: elements of design, principles of design, media, techniques, subject matter, content, composition, style, representational, abstract, non-objective, geometric, organic, and historical periods.

6. Define and discuss other background considerations for interpreting works of art such as: cultural context, purposes of art, aesthetic content, and philosophies of art.

7. Discuss art from various historical periods using the stages of the critical process.

8. Write at least six art critiques on one or more works of art, incorporating the stages of the critical process.

9. Develop criteria for a written critique that could be used for a newspaper or periodical article.

10. Write at least two critiques based on developed criteria, on one or more works of art by a single artist or a group of artists.

GLOSSARY

GLOSSARY OF ART TERMS

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding to it until desired effect is attained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetic. A combination of the philosophy, psychology, and sociology of art. Ideas about what makes a work of art beautiful or satisfying.

Analogous. Three colors next to each other on the color wheel.

Armature. A wood or metal framework or skeleton used to support clay or other media for modeling.

Artist's proof. The first copy of printed material used to help adjust and alter imperfections for future copies.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Balance. A feeling of equality in weight, attention or attraction within a composition.

Ball method. Use a bowl as a mold and press clay balls into it to form a bowl.

Bas relief. Sculpture which is flat on the back with slightly raised areas to create the illusion of space or depth.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Bisque. Clay ware that has been fired once but not glazed.

Calligraphy. The art of lettering.

Casting. Pouring a liquid form into a mold.

Ceramics. Sculpture or vessels made of clay which can be fired, or fired and glazed.

Coil method. Use the coil form with clay and layer it to create larger forms.

Coit pen. A special nib which produces 2, 3 or 5 parallel strokes of the same or differing widths for unusual designs and configurations.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Collograph. A printmaking method in which shapes are added on the surface of the plate.

Color. A visually perceived hue.

Complementary. Hues opposite each other on a color wheel.

Construction. A type of sculpture made by fastening material or materials together by means of welding, soldering, nailing, bolting, etc.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Critical process. Description, analysis, interpretation and evaluation used in discussing artworks.

Dominances. Emphasis.

Egg tempera. Pigment in which egg whites are added to tempera for added luminosity and transparency of color.

Elements of design. Line, shape/form, color, space, texture, and value.

Embossing. A process in which a design is raised on a surface such as paper, silver, etc.

Emphasis. The use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder enamel pigments on copper or silver in a kiln.

Engobe. Slip used in pottery making that is halfway between a glaze and a clay. May be used on bisque ware.

Fiber art. Art created with fabric, or woven into fabric or wall hangings, etc.

Fish eye lens. Camera lens used to obtain wide and convex view of the subject.

Foreground. The space which appears to be closest to the viewer.

Form. Three-dimensional shape.

Formal balance. A feeling of equality in weight achieved by the use of identical units on each side. Also referred to as symmetrical balance.

Free standing sculpture. Three-dimensional art that can be viewed from all sides.

Geometric forms. Three-dimensional forms created by exact mathematical laws. They include cube, cone, cylinder, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by the exact mathematical laws of geometry. They are usually simple shapes such as the circle, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Graphic design. Any aspect of commercial art; or the aspects of the fine arts that deal with the reproduction of an original design.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Haut sculpture. High relief sculpture which is flat on one side with highly raised and/or three-dimensional areas on the other.

Hue. The name of a color.

Impasto. A technique in painting in which pigment is applied thickly with the brush, palette knife or other tools.

Informal balance. Asymmetrical or equal distribution of visual weight in a composition achieved without the use of identical units on each side. One large shape or form may be balanced by several smaller ones. Also referred to as asymmetrical balance.

Intaglio printing. A method of printmaking in which the surface of the plate is incised or etched.

Intensity. The brightness or purity of a color.

Leather hard. A stage in the clay drying process in which the clay is dry on the outside but still moist inside. The clay will be cool to the touch in this stage.

Limited edition. When an artist makes only a given number of prints or objects from a plate or mold.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Manipulation. A sculpture technique in which the surface of the work is modeled by pushing and pulling.

Mishima. Technique used to apply glaze or finishes to pottery.

Mobile. A sculptural construction incorporating motion. The parts of the construction are moved by air currents or motors. Also known as kinetic sculpture.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Monoprint. A printmaking process in which only one print is made by painting or drawing directly on the plate and placing the paper over it, pressing, and lifting the print.

Monumentality. The concept of size as applied to an overall composition.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Oxidation. Part of the firing process in which moisture escapes as clay hardens and glazes solidify.

Paper maché. A technique used to create three-dimensional form with a mixture of shredded or torn paper and paste.

Pattern. Repetition of line, shape, color, value, or space in a composition.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pinch method. A technique used in clay sculpture in which the clay is squeezed, pushed and pulled to create form.

Plasticity. The characteristic of being easily formed or manipulated.

Poracity. The ability to hold liquids.

Positive space. The space in a composition occupied by the subject or objects.

Post and lintel system. An architectural technique in which a horizontal form is held by two vertical supports.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity, dominance/emphasis, repetition/pattern, proportion/scale, contrast and harmony.

Proportion. Scale or the relationship of one part of a work of art to the other and to the whole.

- **Figure.** Eight heads high. Three heads from waist to top of head; five from waist to toes. Arms fall at mid thigh.

- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Quill. A sharp point used in lettering and drawing.

Raku. A Japanese method of firing clay which produces rough dark glazed ware.

Relief printing. The printmaking process of creating prints from a raised surface.

Rendering. An artist's interpretation through drawing.

Rhythm. Repetition of visual elements such as lines, shapes, or colors.

Scale. Proportion

Screen printing. The process of printmaking by squeezing ink onto paper or another material through silk or other sheer fabric that contains a cut, photo stencil, or masked design.

Secondary colors. Made by mixing two primary colors. The secondary colors are orange, green, and violet.

Sgraffito. Surface treatment on clay work by incising or carving into the clay.

Shade. A color with black added to it to change color value.

Shape. Any area defined by line, color, tones, or the edges of forms.

Simulated texture. The illusion of tactile texture on a smooth surface.

Slab method. A clay sculpture technique in which clay is flattened by a rolling pin or the tool and used in construction.

Slip. Paste like mixture of clay and water used for decorating greenware and attaching one piece of clay to another.

Slip trailing. A technique used in ceramic surface decoration by dripping slip on the surface of the work.

Space. A perceived area or surface.

Soft sculpture. Sculpture made with fabric forms or woven free-standing or hanging shapes.

Split complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stamp printing. A printmaking technique in which prints are created by pressing or stamping an object covered with ink, paint, etc. onto the paper.

Standard figure proportions. A system of figure drawing in which the figure is 8 "head lengths" tall.

Stipple. A technique of drawing by creating values with a dot effect.

Substitution. Sculpture process in which form is created by the use of molds.

Subtraction. Sculpture process in which form is created by removing, cutting away, or carving out unwanted materials.

Sumi. An oriental ink used in calligraphy and drawing.

Symmetrical. Balance achieved by the equal distribution of identical shapes or forms in a composition. Also known as formal balance.

Tactile. Appealing to the sense of touch.

Technique. An approach to using media or tools.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual--the physical roughness or smoothness of a surface. Simulated--the illusion of roughness or smoothness of a surface.

Three-dimensional form. Objects which have height, width and depth.

Time-line. Chart showing the chronological progression of art history.

Tint. A color with white added to raise its value.

Tone. Value.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two dimensional. Flat, having height and width but no actual depth.

Two point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. The arrangement of a work in which all parts seem interrelated.

Value. The lightness or darkness of an object or color.

Variation in pattern. Repetition of line, shape, value, colors, etc. with variety or alternation within the repetition.

Vitrification. To make solid.

Warm colors. Colors which appear to advance spatically in an art work and suggest a warm, hot, or active mood. See cool colors. Warm colors include reds, yellows, and oranges.

Wax resist. A method of applying hot wax to a surface so that an area will resist dye or other media.

Wedging. The process of removing air bubbles from clay bodies. Opposite of kneading (such as dough) which forms air bubbles.

Wide angle lens. A special attachment lens for cameras which captures a wider portion of the viewed scene than normal lenses.

Working proof. Discarded proofs used for alterations before an artist's proof and edition is run.

Henry Marockie
State Superintendent of Schools
West Virginia Department of Education